Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To get ready for back to school shopping, Wal-Mart put \_\_\_\_\_\_ pencils out on the shelf. They sold \_\_\_\_\_\_ pencils on the first day. To get ready for the next day, they put out \_\_\_\_\_ more pencils. How many pencils did they have out for the next day?

(500, 485, 892) (562, 231, 489) (734, 535, 900)

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| Teacher notes:  Fluently add and subtract within 1000 using strategies and algorithms (invented) based on place value, properties of operations, and/or the relationship between addition and subtraction. This is an end of the year standard. For end of 1st quarter:   * Students are exceeding expectations if they use invented algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Their work should include notation. Students also demonstrate flexibility by choosing different more efficient strategies based on the number choices given. For example, a student may choose to compensate rather than increment because the number choices are appropriate. * Students who meet expectations can choose a successful strategy to solve the problem. Strategy may include direct modeling by 10’s but notation needs to be present with their drawing. Work may contain a minor computational error. * Students who are progressing toward meeting the expectation may direct model by 10’s but their drawing does not include notation. * Students who do not meet this standard have a lack of understanding of the problem and their strategy shows no evidence of leading to the correct answer. |
| |  |  |  |  | | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | **Got It:** Student essentially understands the target concept. | | | **1 Does not meet expectation related to the standard**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **2 Progressing toward meeting expectations related to the standard**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **3 Meets expectation related to the standard**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **4 Exceeds expectations related to the standard**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |